

## **Career and Technical Education**

### **Standards Overview**

All Career and Technical Education (CTE) courses align to the Career Clusters™. Each course is placed in a Career Cluster based on a set of knowledge and skills common to all careers in the entire Career Cluster. Industry-validated knowledge and skills statements of student expectations identify what the student should know and be able to do. These standards prepare students for success in a broad range of occupations/career specialties.

#### **16 Career Clusters™**

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Courses are organized among Program Areas. The Program Areas allow students to explore a range of options for their future- inside and outside the classroom. CTE is a unique opportunity for hands on learning and skills and confidence development.

#### **Program Areas**

- Agriculture Education
- Business, Finance, and Marketing Education
- Computer Science and Information Technology Education
- Family and Consumer Sciences Education
- Health Science Education
- Trade, Technology, Engineering, and Industrial Education

All CTE courses offer work-based learning opportunities for students in the settings of career awareness, career exploration, and career preparation. The types of work-based learning include apprenticeship, business/industry field trip, cooperative education, entrepreneurial experiences, internship, job shadowing, mentoring, school-based enterprise, and service learning. Career Development services are included for CTE students to include career development, preparatory services, and transition services. Meeting the goal to provide a career and college ready NC

workforce through the K-12 pipeline, CTE will provide a consistent and ‘common language’ for identification of essential employability skills. These skills are communication, ethics, problem solving, professionalism, resource management, and teamwork.

Career and Technical Students Organizations (CTSOs) are an integral part of the CTE courses. The CTSOs available are DECA (An Association for Marketing Education Students), Family, Career and Community Leaders of America (FCCLA), Future Business Leaders of America (FBLA), HOSA-Future Health Professionals, National FFA Organization, SkillsUSA, and Technology Student Association (TSA).

# Instructional Materials Review Criteria Sheet – Career and Technical Education

## Program Area: Agricultural Education

**Revised July 9, 2020**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

\_\_\_ AS31 Agricultural Mechanics I

\_\_\_ AS32 Agricultural Mechanics II

\_\_\_ AU10 Agriscience Applications

\_\_\_ AA21 Animal Science I

\_\_\_ AA22 Animal Science II

\_\_\_ AA23 Animal Science II: Small Animal

\_\_\_ AA31 Equine Science I

\_\_\_ AA32 Equine Science II

\_\_\_ **AU02 Exploring Agriculture Science**

\_\_\_ **AU01 Exploring Biotechnology**

\_\_\_ AP41 Horticulture I

\_\_\_ AP42 Horticulture II

\_\_\_ AP44 Horticulture II: Landscaping

\_\_\_ AP43 Horticulture II: Turfgrass Management

\_\_\_ AN51 Natural Resources I

\_\_\_ AN52 Natural Resources II

\_\_\_ **AU21 Sustainable Agriculture Production I**

\_\_\_ **AU22 Sustainable Agriculture Production II**

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Please explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

### PART I CONTENT

*Compatibility with the North Carolina Career and Technical Education Essential Standards*

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT:</b>		

### PART II: PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III: ACCESSIBILITY

A. Accuracy		Yes	No
1.	Information is error-free and current.		
2.	Materials model correct use of grammar, spelling, and sentence structure.		
3.	Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4.	Information is presented factually and objectively in context.		
5.	Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6.	Maps, charts, timelines, demographics, and statistics are current.		

  

B. Appropriateness			
1.	Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2.	Content links students' prior knowledge to current topics/learning.		
3.	Activities engage students and promote interactive and participatory learning.		
4.	Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5.	Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6.	Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

  

C. Scope			
1.	Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2.	Materials are organized appropriately for content.		
3.	Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4.	Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5.	Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6.	A resource list provides websites, literature links, and support agencies.		
7.	An index provides detailed and accurate headings, subheadings, and see or see also references.		

  

D. Teacher Resources			
1.	Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2.	Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3.	Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4.	Resources include suggestions for the extension of learning and integration across the curriculum.		
5.	Resources provide ancillary materials for student use.		
6.	Resources provide supplementary or background information.		
7.	Resources include answer key(s).		

  

Documentation for PART III ACCESSIBILITY			

**PART IV: TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>		<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>			
1.	Information is error-free and current.		
2.	There is an objective, balanced presentation of content.		
3.	Correct use of grammar, spelling, and sentence structure is present.		
4.	Links to related websites and resources provide relevant, authentic, and appropriate content.		
5.	Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>			
1.	Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2.	Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>			
1.	Information is sufficient in scope and adequately covers the topic for the intended audience.		
2.	There is a clear organization of content.		
<b>Technical Aspects</b>			
<b>A. Navigation</b>			
1.	Information retrieval is easy and rapid.		
2.	Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>			
1.	Graphic design is attractive, colorful, and uncluttered.		
2.	All visuals are clearly labeled and relevant to the content.		
3.	Presentation of information addresses multiple learning styles when appropriate.		
4.	A variety of student learning activities is provided.		
5.	Appropriate and supportive feedback is provided.		
6.	Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>			
1.	Save feature for search results is available.		
2.	Save options for activities in progress are available.		
3.	Note-taking feature is available.		
4.	A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>			
<b>A. Technical Information</b>			
1.	Descriptions of specific hardware requirements for operating the application are provided.		
2.	Instructions for installation and operation are provided.		
3.	A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>			
1.	Descriptions of target audience and content are provided.		
2.	Suggestions for classroom use, lesson plans, and related activities are provided.		
3.	Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>			

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART V:** *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area: Business, Finance, and Marketing Education**  
**Revised July 9, 2020**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

<input type="checkbox"/> BA10 Accounting I <input type="checkbox"/> BA20 Accounting II <input type="checkbox"/> BB30 Business Law <input type="checkbox"/> BB40 Business Management I <input type="checkbox"/> BB42 Business Management II <input type="checkbox"/> ME11 Entrepreneurship I <input type="checkbox"/> ME12 Entrepreneurship II <input type="checkbox"/> MI21 Fashion Merchandising <input type="checkbox"/> MH42 Hospitality and Tourism <input type="checkbox"/> MM51 Marketing	<input type="checkbox"/> MA52 Marketing Applications <input type="checkbox"/> BF21 Financial Planning I <input type="checkbox"/> BF22 Financial Planning II <input type="checkbox"/> MI31 Sales I <input type="checkbox"/> MI32 Sales II <input type="checkbox"/> CS11 Project Management I <input type="checkbox"/> CS12 Project Management II
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Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

**PART II: PEDAGOGY**

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		

G. Content reflects current and projected future technology and applications for business, entrepreneurship, finance, management and marketing (including but not limited to, digital marketing, social media, e-tailing, artificial intelligence, cybersecurity, etc.)		
H. Content includes global perspectives for respective subject matter.		
I. Content includes ethics topics as it relates to subject matter.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III: ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
<b>B. Appropriateness</b>	<b>Yes</b>	<b>No</b>
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		



7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>		

**PART IV: TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options are provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria       yes             no      .

**Documentation for PART V:** *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

# Instructional Materials Review Criteria Sheet – Career and Technical Education

## Program Area: Career Development Education

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**  
 \_\_\_\_ CC45 Career Management

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

### PART I: CONTENT

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT:</b> <i>(Use extra sheets if necessary.)</i>		

### PART II: PEDAGOGY

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content engages student in activities for understanding their own personal social development while building and maintaining positive self-concept, respecting diversity, and balancing personal, leisure, community, learner, family and work roles.		
H. Content engages student in understanding the impact of their individual educational achievement and lifelong learning experiences to enhance their ability to function effectively in a diverse and changing economy.		
I. Content engages students in understanding and developing their own career plan through decision making process, and mastering academic, occupational and essential		

employability skills in order to obtain, create, maintain and/or advance your employment		
J. Content engages student in activities, self-reflection, and assessments for the understanding of their personal values, interests, personalities, and skills.		
<b>Documentation for PART II: PEDAGOGY</b>		

### PART III: ACCESSIBILITY

<b>A. Accuracy</b>	<i>Yes</i>	<i>No</i>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		

7. Resources include answer key(s).		
<b>Documentation for PART III: ACCESSIBILITY</b> <i>(Use extra sheets, if necessary.)</i>		

**PART IV: Technology** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV: Technology</b>		

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV***

# Instructional Materials Review Criteria Sheet – Career and Technical Education

## Program Area: Computer Science and Information Technology Education

**Revised July 9, 2020**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

### Indicate Appropriate Course:

- |  |  |
|--|--|
| <input type="checkbox"/> II31 Adobe Visual Design                  | <input type="checkbox"/> BN20 Network Administration I     |
| <input type="checkbox"/> II32 Adobe Digital Design                 | <input type="checkbox"/> BN22 Network Administration II    |
| <input type="checkbox"/> II33 Adobe Video Design                   | <input type="checkbox"/> <b>BN31 Network Security I</b>    |
| <input type="checkbox"/> II21 Computer Engineering I               | <input type="checkbox"/> <b>BN32 Network Security II</b>   |
| <input type="checkbox"/> II22 Computer Engineering II              | <input type="checkbox"/> <b>BP41 Computer Science I</b>    |
| <input type="checkbox"/> <b>BM40 Microsoft Access</b>              | <input type="checkbox"/> <b>BP42 Computer Science II</b>   |
| <input type="checkbox"/> <b>BM20 Microsoft Excel</b>               | <input type="checkbox"/> <b>BP14 Python Programming I</b>  |
| <input type="checkbox"/> <b>BM10 Microsoft Word and PowerPoint</b> | <input type="checkbox"/> <b>BP16 Python Programming II</b> |
| <input type="checkbox"/> <b>BI12 CompTIA IT Fundamentals</b>       |  |

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

### PART I: CONTENT

Compatibility with the North Carolina *Career and Technical Education Essential Standards*

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

### PART II: PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		

F. Content supports career and college opportunities.		
G. Content reflects current and projected technologies in the Computer Science and IT related industries (including but not limited to, computer hardware, software, programming languages, networks, network security, video production, and office productivity.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		



6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>		

**PART IV: TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
3. Information retrieval is easy and rapid.		
4. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: (For Textbook Commission Use Only)**

These instructional materials meet the criteria \_\_\_\_\_ **yes** \_\_\_\_\_ **no**.

**Documentation for PART V: *Comments that further describe standards for Yes or No in Parts I, II, III, or IV.***

**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area: Family and Consumer Sciences Education**  
**Revised July 9, 2020**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

- |  |   |
|--|---|
| <input type="checkbox"/> <b>FH10 Culinary Arts and Hospitality I</b><br><input type="checkbox"/> <b>FH13 Culinary Arts and Hospitality III</b><br><input type="checkbox"/> <b>FC11 Principles of Family and Human Services</b><br><input type="checkbox"/> <b>FA31 Apparel and Textile Production I</b><br><input type="checkbox"/> <b>FN41 Food and Nutrition I</b> | <input type="checkbox"/> <b>FN42 Food and Nutrition II</b><br><input type="checkbox"/> <b>FN43 Food and Science Technology</b><br><input type="checkbox"/> <b>F151 Interior Design I</b><br><input type="checkbox"/> <b>F152 Interior Design II</b> |
|--|---|

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

**PART II: PEDAGOGY**

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III: ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

  

<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

  

<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

  

<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

  

<b>Documentation for PART III ACCESSIBILITY</b>

**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: (For Textbook Commission Use Only)**

These instructional materials meet the criteria \_\_\_\_\_ **yes** \_\_\_\_\_ **no**.

**Documentation for PART V: Comments that further describe standards for yes or no in Parts I, II, III, or IV.**

# Instructional Materials Review Criteria Sheet – Career and Technical Education

## Program Area: Health Science Education

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

### Indicate Appropriate Course:

\_\_\_ **HU05 Exploring Healthcare**

\_\_\_ **HU40 Health Science I**

\_\_\_ **HB11 Biomedical Technology**

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

### PART I: CONTENT

*Compatibility with the North Carolina Career and Technical Education Essential Standards*

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

### PART II PEDAGOGY

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects interrelationship between Greek & Latin prefixes, roots, and suffixes to <a href="#">Advance CTE</a> Health Science career specialties for Therapeutic Services, Diagnostic Services, and Biotechnology pathways.		
H. Content engages students in their exploration and understanding of HSE careers in Diagnostic Services, Therapeutic Services, and Biomedical Technology.		
I. Content engages students in their exploration and understanding of HSE careers in Diagnostic Services, Therapeutic Services, and Biomedical Technology.		

J. Content reflects most recent industry standards for Healthcare professionals.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>		

**PART IV TECHNOLOGY (If applicable.)**

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: (For Textbook Commission Use Only)**This textbook/program is **acceptable** \_\_\_\_\_.This textbook/program is **not acceptable** \_\_\_\_\_.**Documentation for PART V:** *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*



**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area: Technology, Trade, Engineering, and Industrial Education**  
**Career Pathway(s): Collision Repair Career Pathway (COLL)**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

\_\_\_ **IT30 Collision Repair Fundamentals**                      \_\_\_ **IT32 Collision Repair II Non-Structural**  
 \_\_\_ **IT31 Collision Repair I**                                      \_\_\_ **IT33 Collision Repair II Refinishing**

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content, activities and materials align and support course credential(s). IT32: I-CAR Platinum Non-Structural Technician IT33: I-CAR Platinum Refinish Technician		
D. Content, activities and materials prepares students for industry recognized credentials.		
E. Content, activities, and materials support and meet the programs accreditation requirements.		

**Documentation for PART I CONTENT**

**PART II PEDAGOGY**

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		

**Documentation for PART II PEDAGOGY**

## PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

  

<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

  

<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

  

<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

  

<b>Documentation for PART III ACCESSIBILITY</b>

**PART IV TECHNOLOGY (If applicable.)**

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		

<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.***

**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area: Technology, Trade, Engineering, and Industrial Education**  
**Career Pathway(s): Carpentry Career Pathway, Drafting Architectural Career Pathway, Electrical Trades Career Pathway, HVAC/R Career Pathway, Masonry Career Pathway, and Plumbing**  
**Revised July 9, 2020**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

<input type="checkbox"/> IC00 Construction Core	<input type="checkbox"/> IL55 HVAC/R I	<input type="checkbox"/> <b>IC23 Carpentry III</b>
<input type="checkbox"/> IC11 Masonry I	<input type="checkbox"/> IL56 HVAC/R II	<input type="checkbox"/> <b>IC12 Masonry II</b>
<input type="checkbox"/> IC41 Electrical Trades I	<input type="checkbox"/> IL57 HVAC/R III	<input type="checkbox"/> <b>IC13 Masonry III</b>
<input type="checkbox"/> IC42 Electrical Trades II	<input type="checkbox"/> IL58 Plumbing I	
<input type="checkbox"/> IC43 Electrical Trades III	<input type="checkbox"/> IL59 Plumbing II	
<input type="checkbox"/> IC61 Drafting I	<input type="checkbox"/> IL60 Plumbing III	
<input type="checkbox"/> IC62 Drafting II – Architectural	<input type="checkbox"/> <b>IC21 Carpentry I</b>	
<input type="checkbox"/> IC63 Drafting III - Architectural	<input type="checkbox"/> <b>IC22 Carpentry II</b>	

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked “yes” in order for the submission to be recommended. If all criteria for Part I are not marked “yes” do not complete Parts II, III, and IV.*

	Yes	No
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

Program Area or Career Pathway(s)	Yes	No
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected trends in the Construction-related Industries.		

H. Content reflects current and projected occupations related to the Construction Industry.		
I. Content includes the current and projected technologies used in Construction-related Fields.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>		

**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis:** *(For Textbook Commission Use Only)*

These instructional materials meet the criteria \_\_\_\_yes \_\_\_\_ no.

**Documentation for PART V:** *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area: Technology, Trade, Engineering, and Industrial Education**  
**Career Pathway(s): Drafting Engineering Career Pathway**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_

**Indicate Appropriate Course:**

\_\_\_ **IC61 Drafting I**

\_\_\_ **IV22 Drafting II - Engineering**

\_\_\_ **IV23 Drafting III - Engineering**

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected trends in the Engineering Drafting-related Industries.		
H. Content reflects current and projected occupations related to the Engineering Drafting Field.		
I. Content includes the current and projected technologies used in Engineering Drafting-related Fields.		
<b>Documentation for PART II PEDAGOGY</b>		



## PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a <u>grade appropriate reading level</u> .		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>		

**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis:** *(For Textbook Commission Use Only)*

These instructional materials meet the criteria       yes             no      .

**Documentation for PART V:** *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area: Trade, Technology, Engineering, and Industrial Education**  
**Career Pathway(s): Drone Technology**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

\_\_\_ **ID11 Drone Technology I**                      \_\_\_ **ID12 Drone Technology II**

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content reflects the drone industry requirements needed to meet Federal, state, and local requirements. ID11: FAA 14 CFR Part 107		
D. Content provides professional skills needed in the specific drone industry criteria.		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

### PART III ACCESSIBILITY

<b>B. Appropriateness</b>	<b>Yes</b>	<b>No</b>
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b> <i>(Use extra sheets, if necessary.)</i>		

**PART IV TECHNOLOGY** *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	Yes	No
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis:** *(For Textbook Commission Use Only)*

These instructional materials meet the criteria \_\_\_\_yes \_\_\_\_ no.

**Documentation for PART V:** *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area: Trade, Technology, Engineering, and Industrial Education**  
**Career Pathway(s): Public Safety**  
**Revised July 9, 2020**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

\_\_\_ IP21 Emergency Medical Technology I

\_\_\_ **IP11 Public Safety I**

\_\_\_ IP22 Emergency Medical Technology II

\_\_\_ IP12 Public Safety II

\_\_\_ **IP51 Emergency Management I**

\_\_\_ **IP41 Law & Justice I**

\_\_\_ **IP52 Emergency Management II**

\_\_\_ **IP42 Law & Justice II**

\_\_\_ IP31 Fire Fighter Technology I

\_\_\_ IP32 Fire Fighter Technology II

\_\_\_ IP33 Fire Fighter Technology III

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

*Compatibility with the North Carolina Career and Technical Education Essential Standards*

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content must be aligned to federal, state, and/or local requirements needed to obtain industry certifications in the designated public safety sector. IP12: Community Emergency Response Team (CERT) IP22: EMT Basic IP51: NC Emergency Management I IP52: NC Emergency Management II IP31: NCOSFM Credential - Firefighter Technology I IP32: NCOSFM Credential - Firefighter Technology II IP33: NCOSFM Credential - Firefighter Technology III IP42: Certified Protection Officer (CPO)		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		

B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		

6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>		

**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		



**PART V: Overall Analysis: *(For Textbook Commission Use Only)***

These instructional materials meet the criteria \_\_\_\_ **yes** \_\_\_\_ **no**.

**Documentation for PART V: *Comments that further describe standards for yes or no in Parts I, II, III, or IV.***

**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area: Technology, Trade, Engineering, and Industrial Education**  
**Career Pathway(s): Welding**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

\_\_\_ IM61 Welding Technology I

\_\_\_ IM63 Welding Technology III

\_\_\_ IM62 Welding Technology II

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content, activities and materials prepares students for industry recognized credentials.		
D. Content, activities and materials align and support course credential(s). IM62: AWS SENSE- Shielded Metal Arc Welding (SMAW) IM63: AWS SENSE- Gas Metal Arc Welding (GMAW) IM63: AWS SENSE- Flux Cored Arc Welding (FCAW)		
E. Content, activities, and materials support and meet the programs accreditation requirements.		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		

<b>Documentation for PART II PEDAGOGY</b>		
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### PART III ACCESSIBILITY

<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

<b>B. Appropriateness</b>	<b>Yes</b>	<b>No</b>
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

<b>Documentation for PART III ACCESSIBILITY</b>		
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**PART IV TECHNOLOGY** *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	Yes	No
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
3. Information retrieval is easy and rapid.		
4. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis:** *(For Textbook Commission Use Only)*

These instructional materials meet the criteria \_\_\_\_yes \_\_\_\_ no

**Documentation for PART V:** *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

**Instructional Materials Review Criteria Sheet – Career and Technical Education**  
**Program Area: Technology, Trade, Engineering, and Industrial Education:**  
**Career Pathway(s): Woodworking Career Pathway**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_

**Indicate Appropriate Course:**

\_\_\_\_ **IM21 Woodworking I**  
 \_\_\_\_ **IM22 Woodworking II**

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV.*

	<i>Yes</i>	<i>No</i>
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

<b>Program Area or Career Pathway(s)</b>	<i>Yes</i>	<i>No</i>
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects current and projected trends in the Woodworking-related Industries.		
H. Content reflects current and projected occupations related to the Woodworking Industry.		
I. Content includes the current and projected technologies used in Woodworking-related Fields.		
<b>Documentation for PART II PEDAGOGY</b>		

## PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>Yes</b>	<b>No</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

  

<b>B. Appropriateness</b>		
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

  

<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

  

<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

  

<b>Documentation for PART III ACCESSIBILITY</b>

**PART IV TECHNOLOGY** *(If applicable.)*

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>Yes</b>	<b>No</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis:** *(For Textbook Commission Use Only)*

These instructional materials meet the criteria \_\_\_\_yes \_\_\_\_ no.

**Documentation for PART V:** *Comments that further describe standards for yes or no in Parts I, II, III, or IV.*

# Instructional Materials Review Criteria Sheet – Career and Technical Education

Program Area: Technology, Trade, Engineering, and Industrial Education

Career Pathway(s): Science, Technology, Engineering, and Math (STEM)

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

## Indicate Appropriate Course:

\_\_\_\_ TE01 Technology Design and Innovation

\_\_\_\_ TE11 Technology Engineering and Design

\_\_\_\_ TE02 Technological Systems

\_\_\_\_ TE12 Technological Design

\_\_\_\_ TE13 Engineering Design

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

## PART I: CONTENT

Compatibility with the North Carolina Career and Technical Education Essential Standards

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV Program.*

	YES	NO
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
<b>Documentation for PART I CONTENT</b>		

## PART II PEDAGOGY

Program Area or Career Pathway(s)	YES	NO
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		
G. Content reflects the integration of Science, Technology, Engineering, and Mathematics		
H. Content reflects current and future trends in Science, Technology, and Engineering		
I. Content reflects interdisciplinary content and activities.		
<b>Documentation for PART II PEDAGOGY</b>		



## PART III ACCESSIBILITY

A. Accuracy	YES	NO
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		

  

B. Appropriateness	YES	NO
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		

  

C. Scope	YES	NO
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
2. Materials are organized appropriately for content.		
3. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
4. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
5. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
6. A resource list provides websites, literature links, and support agencies.		
7. An index provides detailed and accurate headings, subheadings, and see or see also references.		

  

D. Teacher Resources	YES	NO
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		

  

Documentation for PART III ACCESSIBILITY

**PART IV TECHNOLOGY** *(If applicable.)*

Technology-based materials (requiring the use of electronic materials)	YES	NO
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis:** *(For Textbook Commission Use Only)*

This textbook/program is **acceptable** \_\_\_\_\_. This textbook/program is **not acceptable** \_\_\_\_\_.

**Documentation for PART V:** *Comments that further describe standards for acceptable or not acceptable in Parts I, II, III, or IV. (Use extra sheets if necessary.)*

**Instructional Materials Review Criteria Sheet - Career and Technical Education**  
**Program Area: Technology, Trade, Engineering, and Industrial Education**  
**Career Pathway(s): Advanced Manufacturing**  
**Revised July 9, 2020**

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_ TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Indicate Appropriate Course:**

       **IM11 Advanced Manufacturing I**  
       **IM12 Advanced Manufacturing II**

Answer yes to indicate the materials meet the criteria or no to indicate the materials do not meet the criteria. Explain your responses. Be sure to cite specific page numbers, textual references as well as specific standards.

**PART I: CONTENT**

**Compatibility with the North Carolina Career and Technical Education Essential Standards**

*In accordance to State Board Policy TEXT-001, all items in Part I must be marked "yes" in order for the submission to be recommended. If all criteria for Part I are not marked "yes" do not complete Parts II, III, and IV Program.*

	YES	NO
A. Materials present the main concepts that support a minimum of <b>50%</b> of the instructional indicators or objectives for the course.		
B. Content, methodology, instructional levels, and teaching strategies are consistent with the course indicators or objectives.		
C. Content must be aligned to specific areas in manufacturing as designated by the certification that supports a specific industry being taught. IM11: Certified Production Technician-Quality and Certified Production Technician-Safety  IM12: Certified Production Technician-Process and Certified Production Technician-Maintenance		
<b>Documentation for PART I CONTENT</b>		

**PART II PEDAGOGY**

Program Area or Career Pathway(s)	YES	NO
A. Materials include a variety of activities for multiple teaching and learning styles.		
B. Materials include optional capstone activities.		
C. Content supports integration of CTSO activities.		
D. Content includes 21 <sup>st</sup> century skills.		
E. Content supports work-based learning.		
F. Content supports career and college opportunities.		

G. Content reflects the integration of Science, Technology, Engineering, and Mathematics		
H. Content reflects current and future trends in Science, Technology, and Engineering		
I. Content reflects interdisciplinary content and activities.		
<b>Documentation for PART II PEDAGOGY</b>		

### PART III ACCESSIBILITY

<b>A. Accuracy</b>	<b>YES</b>	<b>NO</b>
1. Information is error-free and current.		
2. Materials model correct use of grammar, spelling, and sentence structure.		
3. Materials represent a balance of cultural, ethnic, racial, gender, and individuals with disabilities.		
4. Information is presented factually and objectively in context.		
5. Pictures, photographs, and illustrations are bias-free and non-stereotypical.		
6. Maps, charts, timelines, demographics, and statistics are current.		
<b>B. Appropriateness</b>	<b>YES</b>	<b>NO</b>
1. Presentation of content provides for students' cognitive level, abilities, and learning styles at a grade appropriate reading level.		
2. Content links students' prior knowledge to current topics/learning.		
3. Activities engage students and promote interactive and participatory learning.		
4. Chapter exercises, review, and assessments that measure mastery of content and skill standards model a variety of formats (right answers, open response items, performance tasks, higher level questioning, projects, and portfolios).		
5. Photographs, illustrations, artwork, and charts are placed near to related text, captioned appropriately, and have appealing color.		
6. Level-appropriate font size, color, spacing, legibility, page layout, and page width are present.		
<b>C. Scope</b>		
1. Materials present enough information of depth and breadth to adequately cover topics for intended audience.		
a. Materials are organized appropriately for content.		
2. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced within context.		
3. Chapters contain level-appropriate section headings and sidebars that provide additional relevant information.		
4. Reference sections include glossary, atlas, dictionary/thesaurus, bibliography/footnotes, and appendices.		
a. A resource list provides websites, literature links, and support agencies.		
5. An index provides detailed and accurate headings, subheadings, and see or see also references.		
<b>D. Teacher Resources</b>		
1. Resources are well-organized, easy to use, comprehensive, durable, and reasonably sized.		
2. Resources support and provide help in the use of a variety of strategies, techniques, and technologies for differentiated instruction.		
3. Resources provide suggestions for evaluation, remediation, acceleration, and feedback.		
4. Resources include suggestions for the extension of learning and integration across the curriculum.		
5. Resources provide ancillary materials for student use.		
6. Resources provide supplementary or background information.		
7. Resources include answer key(s).		
<b>Documentation for PART III ACCESSIBILITY</b>		

**PART IV TECHNOLOGY (If applicable.)**

<b>Technology-based materials (requiring the use of electronic materials)</b>	<b>YES</b>	<b>NO</b>
<b>A. Accuracy</b>		
1. Information is error-free and current.		
2. There is an objective, balanced presentation of content.		
3. Correct use of grammar, spelling, and sentence structure is present.		
4. Links to related websites and resources provide relevant, authentic, and appropriate content.		
5. Accurate and authoritative information is provided.		
<b>B. Appropriateness</b>		
1. Concepts, activities, and vocabulary in student activities are relevant to students' abilities.		
2. Information is relevant to the North Carolina Standard Course of Study and Essential Standards.		
<b>C. Scope</b>		
1. Information is sufficient in scope and adequately covers the topic for the intended audience.		
2. There is a clear organization of content.		
<b>Technical Aspects</b>		
<b>A. Navigation</b>		
1. Information retrieval is easy and rapid.		
2. Intuitive icons, menus, and directional symbols that foster independent use are provided.		
<b>B. Presentation</b>		
1. Graphic design is attractive, colorful, and uncluttered.		
2. All visuals are clearly labeled and relevant to the content.		
3. Presentation of information addresses multiple learning styles when appropriate.		
4. A variety of student learning activities is provided.		
5. Appropriate and supportive feedback is provided.		
6. Options for help and tutorial segments are provided.		
<b>C. Save/Record-Keeping Features</b>		
1. Save feature for search results is available.		
2. Save options for activities in progress are available.		
3. Note-taking feature is available.		
4. A record-keeping feature to monitor student progress is available.		
<b>Documentation</b>		
<b>A. Technical Information</b>		
1. Descriptions of specific hardware requirements for operating the application are provided.		
2. Instructions for installation and operation are provided.		
3. A variety of free technical support options is provided.		
<b>B. Teacher Materials</b>		
1. Descriptions of target audience and content are provided.		
2. Suggestions for classroom use, lesson plans, and related activities are provided.		
3. Instructions for student materials are provided.		
<b>Documentation for PART IV TECHNOLOGY</b>		

**PART V: Overall Analysis: (For Textbook Commission Use Only)**

This textbook/program is **acceptable** \_\_\_\_\_. This textbook/program is **not acceptable** \_\_\_\_\_.

**Documentation for PART V: Comments that further describe standards for acceptable or not acceptable in Parts I, II, III, or IV.**  
(Use extra sheets if necessary.)

## CAREER AND TECHNICAL EDUCATION: EC EVALUATION

SUBJECT \_\_\_\_\_ GRADE \_\_\_\_\_

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

*Answer yes to indicate the textbook materials meet the criteria or no to indicate the textbook materials do not meet the criteria.*

<b>Appropriateness, Scope, and Resources</b>	<b>Yes</b>	<b>No</b>
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2. Content is relevant, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.		
4. Text and layout are level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
5. Supplemental resources include necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, web sites, literature links, and support agencies etc.		
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.		
7. Materials provide adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.		
8. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or background information, and answer keys/rubrics.		
9. Materials are well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.		
10. Resources accommodate the needs of beginning through veteran teachers.		
11. Technology meets criteria for accuracy, appropriateness, and scope. It is easy to navigate, visually appealing, and includes a Save/Record feature; if applicable.		

**Keeping in mind the needs of EC students and their teachers, please give specifics to support both the yes and no responses.**

**Documentation for yes and no responses**

# CAREER AND TECHNICAL EDUCATION: EL EVALUATION

SUBJECT \_\_\_\_\_ GRADE \_\_\_\_\_

INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_

AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_

ADVISOR \_\_\_\_\_

TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

*Answer yes to indicate the textbook materials meet the criteria or no to indicate the textbook materials do not meet the criteria.*

Appropriateness, Scope, and Resources	Yes	No
1. Content provides grade-appropriate, yet varied linguistic levels, abilities, and learning styles.		
2. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide opportunities for scaffolding interaction, such as, a variety of exercises, reviews, assessments, and performance tasks (e.g., including sentence frames, word banks, etc.).		
4. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		
5. Text and layout are age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
6. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, websites, literature links, and support agencies, etc.		
7. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
8. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, and/or review specific to English Learners.		
9. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or linguistically and culturally relevant background information, and answer keys/rubrics.		
10. Materials are well organized, easy to use, comprehensive, durable and reasonably sized.		
11. Resources accommodate the EL Support needs of beginning through veteran teachers.		
12. Technology is easy to navigate, visually appealing, and ideally includes a screen reader, dictionary, and a Save/Record feature, if applicable.		

**Keeping in mind the linguistic needs of EL students and their teachers, please give specifics to support both yes and no responses**

**Documentation for yes and no responses**